DOCUMENT RESUME

ED 384 157 EC 303 987

AUTHOR	Cimusz, Linda; And Others
TITLE	Future Directions for the Education of Gifted Learners.
INSTITUTION	Texas Education Agency, Austin. Office of Curriculum, Assessment, and Professional Development.
REPORT NO	GE4-202-02
PUB DATE	94
NOTE	48p.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Update on Gifted Education; v3 n1 Sum 1994
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Standards; Cognitive Ability; Core Curriculum; *Cultural Differences; *Curriculum Development; Curriculum Enrichment; Economically Disadvantaged; *Educational Improvement; Elementary Secondary Education; *Gifted; Learning Experience; Low Income Groups; Minority Groups; Needs Assessment; *Program Evaluation; Special Education; Student Evaluation; Talent; *Thinking Skills
IDENTIFIERS	*Texas

ABSTRACT

The future of gifted education is discussed in this symposium report, which contains the edited presentations of six national consultants and the ensuing discussion among the panelists. The consultants addressed the significance of a report of the U.S. Department of Education entitled "National Excellence: A Case for Developing America's Talent." The commentaries focus on implications for gifted education in the nation and also in the state of Texas. Carolyn Callahan addressed the implications of the report to program evaluation and student assessment, while Blandina Cardenas-Ramirez discussed the relationship of cultural diversity issues to the report. Sandra Kaplan addressed the implications of the report for curriculum, and Harry Passow discussed the impact of the national report on higher-level learning opportunities for gifted learners. Elinor Ruth Smith addressed the report's provisions for advanced learning opportunities for economically disadvantaged children, while Robert Sternberg discussed thinking styles. (SW)

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Future Directions
– for the education of –
Gifted Learners

Update on Gifted Education
Summer 1994
Volume 3, Number 1

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TEXAS EDUCATION AGENCY

This publication was developed by Agency staff members in the Office of Curriculum, Assessment, and Professional Development.

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FOREWORD

Two years ago, Commissioner of Education, Dr. Lionel R. Meno presented us with a knotty problem. At the Texas Education Agency/Texas Association for the Gifted/Talented Parent Conference, the Commissioner noted that educators in other fields were looking to those of us in gifted education to assist them in infusing critical thinking, problem solving, and independent studies in programs for all students. If that happened, he said, many of the things that we do with gifted students would occur in the general classroom. Our job was to address the question of what to do in gifted programs that is distinctive when what we have traditionally done is provided to all students. This was a tough question, and most of us have not had the energy to deal with it. But circumstances have provided us with the perfect opportunity to explore that issue.

National Excellence: A Case for Developing America's Talent was the first report on gifted education issued by the United States Department of Education since 1972. The report provided a good place to start a discussion on future services to talented learners. Rather than having those discussions in isolation, the report suggested that this was a conversation that should involve everyone who would make the necessary changes. That meant that campuses needed to collaborate with universities, central office staff, regional education service centers (ESCs), and the Agency to assure that we worked in concert to meet a common purpose - the development of services equal to the highest aspirations of our students.

If those conversations were to lead to meaningful action, we had to begin with a plan, and the need for a plan brought us to the symposium on February 21-22, 1994. One of the major complaints that I had heard from my colleagues was that we didn't have the time to address issues in depth, nor did we have the time to plan for what we really wanted to do. We wanted symposium participants to have two uninterrupted days to focus on the knotty problem of the future of gifted education.

This symposium was our opportunity to develop a vision of what high level learning opportunities could be for highly talented students, to analyze what it would take to implement that vision, and to determine which entities could support and assist in the achievement of those goals. The Division of Gifted/Talented Education asked each education service center to develop a plan for its region that would assist campuses and districts in meeting their goals for the future. We invited all other teams attending the symposium to do the same. Our division wanted to use the plans to assist us in changing our services so that they would support the efforts of everyone involved in gifted education. We wanted campuses, districts, universities, associations, ESCs, and the state to work together to assure that the best job would be done for Texas' students.

Our previous conferences have focused on specific classroom options that could be used to enhance existing assessments and services to gifted students. This meeting was different. The sessions — beginning with the panel discussions, continuing with break-out sessions, and closing with a question and answer session — were meant to be thought-provoking, to generate debate, and to get the intellectual juices flowing. Some of the participants sighed a little at their assignment, just as students do at the start of an intensive and challenging project. However, at the end of the two days, our participants felt a sense of satisfaction that came from a job well done.

While the outcome of the meeting was a plan for future services for gifted learners, the symposium began, like all good projects, with research. Participants read several scholarly articles prior to the symposium. Besides the articles, the sessions, and discussions with other educators, some of today's leading figures in education were available for participants to interact with at their leisure. National experts assisted us in putting things in perspective, in flushing out some of the implications of National Excellence, and in cautioning us about some of the pitfalls we might face. They shared their expertise with us so that we could plan for services that are challenging and appropriate options for advanced students.

This issue of Update on Gifted Education provides a copy of the 15 minute presentations delivered on the first morning of the symposium by each of our six invited experts as well as the spirited discussion that followed. It is the hope of the staff at the Division of Gifted/Talented Education that you will experience some of the same excitement we felt at the opportunity to learn and interact with such a distinguished group.

Evelyn Levsky Hiatt
Director
Division of Gifted/Talented Education

INTRODUCTION

Webster says that in ancient Greece the symposium was an entertainment that was characterized by drinking, music, and intelligent discussion. Although the time that separates us from the ancient Greeks has altered the character of modern-day gatherings, the symposium sponsored by the Division of Gifted/Talented Education on February 21-22, 1994, shared all the attributes of the ancient scholarly meetings. Participants drank plenty of beverages, and enjoyed the music of stimulating conversation with companions of shared interests as well as intelligent discussion with some of the most respected experts in education.

Stimulated by a charge from the National Excellence report to initiate discussions on future services for gifted learners, the symposium on Future Directions for the Education of Gifted Learners sought to provide a setting for scholars, practitioners, and laypersons to interact with one another in order to formulate a vision and strategies for advanced learning opportunities in Texas. Invited participants included regional planning teams from each of the 20 education service centers, as well as teams from the Partnership Schools, professional and educational organizations, and the 8 largest urban school districts in Texas. The teams' membership was diverse. Parents, teachers, principals, superintendents, coordinators, and consultants mingled with one another and planned for the future of gifted education.

Six national consultants were invited to address the significance of the national report to their respective area of expertise. Dr. Carolyn Callahan, a professor at the University of Virginia addressed the implications of the National Excellence report to program evaluation and student assessment. Dr. Callahan directs the University of Virginia Masters Degree Program in Gifted Education and the Summer Enrichment Program for gifted students at the University of Virginia. Additionally, Dr. Callahan serves as Associate Director/Site Director of the National Research Center on the Gifted and Talented.

Dr. Blandina Cardenas-Ramirez, a professor of education at Southwest Texas State University, discussed the relationship of cultural diversity issues to the National Excellence report. Dr. Cardenas-Ramirez is Director of the Southwest Center on Values, Achievement, and Community in Education. Her prior experience includes serving as Chief of the Children's Bureau and Commissioner of the Administration for Children, Youth, and Families of the Department of Health, Education, and Welfare. She also served a Presidential Appointment as Commissioner of the United States Commission on Civil Rights.

Dr. Sandra Kaplan, an associate professor of education at the University of Southern California, addressed the implications of the National Excellence report for curriculum. Dr. Kaplan is co-director of Educator to Educator, a consulting service for teachers and program administrators of advanced and gifted learners. Dr. Kaplan has served as Director of the University of California at Berkeley Gifted Program.

Dr. Harry Passow, professor emeritus of education at Teachers College, Columbia University, discussed the impact of the national report on higher-level learning opportunities for gifted learners. Dr. Passow is listed in Who's Who in America, Who's Who in the East, Leaders in Education, The Worlds Who's Who of Authors, International Who's Who in Community Service, The Dictionary of International Biography, and Who's Who Honorary Society of America. His numerous awards include the National Association for Gifted Children Distinguished Service Award and Distinguished Scholar Award, the Council of

Exceptional Children's Certificate of Merit for Outstanding Contribution to the Gifted and Talented, and the American Educational Research Association Award for Distinguished Contributions to Curriculum Studies.

Ms. Elinor Ruth Smith, an educational consultant, addressed the national report's provisions for advanced learning opportunities for economically disadvantaged children. Ms. Smith has experience as a teacher at every grade level in private and public schools, as a school administrator, as a director of gifted programs, as manager of gifted and talented education for the California State Department of Education, and as an instructor in gifted education at San Diego State University and the University of California.

Dr. Robert Sternberg, a professor of psychology at Yale University, discussed thinking styles. Dr. Sternberg is Associate Director/Site Director of the National Research Center on the Gifted and Talented, and he serves on the Educational Advisory Board of the National Learning Foundation and the National Advisory Board of the National Association for Gifted Children.

With such a distinguished group sharing their visions of future directions for the education of gifted learners, there is no doubt that the February 1994 symposium was as enjoyable and stimulating for its participants as those experienced by the ancient Greeks.

The Summer 1994 *Update on Gifted Education* is an edited copy of the six panel members' presentations of *National Excellence's* implications for their respective area of expertise. It also includes edited copy of the lively interaction among the panel members that followed their initial 15-minute remarks. The intent of the *Update* is to provide the reader with an intimate glimpse of a gathering that will influence gifted education in Texas for many years.

Janis K. Guerrero, Editor

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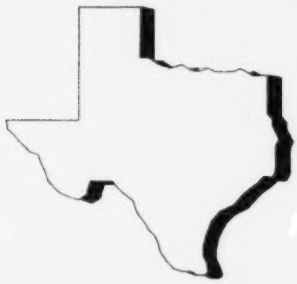
Future Directions for the Education of Gifted Learners



The Panelists' Presentations
PART 1

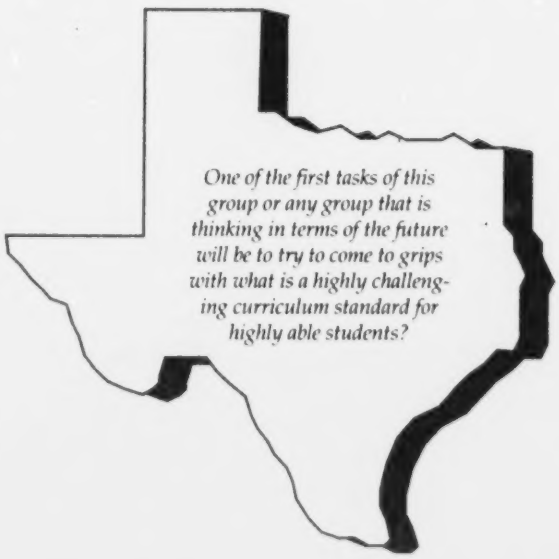
We have a very simple assignment. We are to spend approximately fifteen minutes each to give our views on the *National Excellence* Report as it relates to our particular topic. Since evaluation usually begins and ends a particular study, we will begin with Carolyn Callahan.

Carolyn Callahan: I have decided to look primarily at the recommendations that were made in *National Excellence* and draw for you some of the implications for assessment and evaluation from the recommendations that were made. I will speak primarily on the ones that I like better or that fit evaluation better than some of the other recommendations.

The first recommendation in the report is that we establish challenging curriculum standards, and a correlate to that is that we develop assessment procedures based on standards that accurately measure the accomplishments of students performing at the highest level. Then the second recommendation is that we establish high level learning opportunities. Those two recommendations, from my perspective, probably have the most direct implications for assessment, evaluation, and thinking in the future.

The first implication I noticed is that one of the missing parts of the report that this group must wrestle with is that you have to first come to a clear understanding of what challenging curriculum standards are. These standards are presented in very vague words, and if you are going to get into the business of assessment, you have to get much more specific about what words mean. One of the first tasks of this group or any group that is thinking in terms of the future will be to try to come to grips with the question: What is a highly challenging curriculum standard for highly able students? Anything that you do in assessment will be limited by how you define those curriculum standards. If they are not high enough, your assessments won't be high enough. If they are not meaningful, your assessments won't be meaningful.

A second implication from my perspective, if we set truly high curriculum standards, meaningful curriculum standards, is that the assessment process and processes currently in place will have to change to have meaning. It seems that tests like the TAAS test as criteria for meeting curriculum standards have no meaning if we start talking about truly high curriculum standards. I also don't interpret things like the SATs and the ACTs and scores on those tests as meaningful indicators of the achievement of high curriculum standards. You really have to start thinking in terms of other kinds of performance.


One of the first tasks of this group or any group that is thinking in terms of the future will be to try to come to grips with what is a highly challenging curriculum standard for highly able students?

I am reminded of a cartoon. I don't know if any of you are familiar with the Frank and Ernest cartoons. There was a great one with Frank and Ernest standing next to each other, and Frank says to Ernest, "I noticed they never give a Nobel Prize for coloring." We don't give Nobel Prizes for getting high SAT scores either, although many high school graduates seem to believe it's going to be enough to get them whatever it is that they want in life, which suggests maybe our curriculum standards have been out of line for quite sometime.

Another implication that we need to be concerned about is that we must find new ways to express high standards for defining what we mean by success for able students, and I wrote down some questions we will have to start asking. What kind of results can we expect? What can these children or adults do that they would not have done or been expected to do without this curriculum that has these high standards? How do we expect highly able children to behave differently, think differently, act differently because they have been exposed to the high standards and the high level learning opportunities? This one I stole from Bob Sternberg, so I hope he wasn't going to say it, and he can deny he ever said it if he doesn't like it - What are the expert behaviors, knowledges, skills, the expert ways of doing things that professionals in the disciplines hold dear to their heart that we can teach at the various levels that we work with children? What kinds of assessments do we have to do to be sure that we are teaching expert thinking behavior?

The expert novice-paradigm would be one that I think would be very useful for us to think about in terms of learning opportunities in high level curriculum standards. I read an article by a woman named Debby

Meir. She asks: "What are the habits of mind that we must instill in children?" Are these children learning as a result of the opportunities that are offered? What are the high moral standards? What are the ethical principles that we wish to instill in terms of working in any discipline? The kinds of decisions that people make about what they do with the learning that they have are also critical for our assessment of how successful we have been.

I also see implications and the need for an accountability system that documents a plan that we will, in fact, expose children to learning opportunities that are appropriate. It is unrealistic to expect me to become an expert at something I've never been exposed to, and yet we do that all the time with children. I'm interested in the fact that we admonish teachers to ask higher level questions; we admonish children to produce real life products or meaningful products; however, we never give them any models. We never give them any exposure to the mental cognitive processes that go on in solving problems. We don't show them how to go through the process of discovery and inquiry. If we're going to assess at that level, we also have to assess whether our curricular options and the instructional opportunities that children have will give them opportunities to achieve the results.

Another implication that I see in establishing high levels of learning opportunities is that assessments have to go beyond measuring things that we call the ability to think or critical thinking. Thinking goes on in contents. And content knowledge as discrete bits of information is meaningless without the ability to think about them. We have to find ways for our assessments to bring those together in a meaningful way and to push people to start thinking in terms of assessing how highly competent people think in their disciplines.

If we are going to be thinking in terms of the kinds of outcomes, or kinds of results, that we want for students who have been exposed to high level learning opportunities, our assessment tools will need to incorporate assessments of how students construct meaning and create new ideas. Constructing meaning is a very important part of learning about a discipline – making it fit the way that you think, making it fit the way that you can understand it. We will need to assess how students raise essential questions in their disciplines. Do they know how to study a discipline and see what's missing from the knowledge of that discipline? Can they find out what is important for the next people in that discipline to be thinking about or problems that need to be solved in that discipline? Are we teaching them to discover patterns and ways of analyzing data and information? Are we teaching them how to solve problems? Are we assessing how they do all of these things?

We also need to look at the notion of how experts look at the morality or the ethics in their disciplines. We have to go beyond the content area and assess the ways in which they make use of the knowledge that they have.

We also have to start thinking in terms of a very subtle distinction that is now beginning to be made in the assessment field: What's the difference between quantity of knowledge and quality of knowledge? We measure a lot of quantity. How

much do you know about this? But when do we move over the lines into a different quality of thinking? How can we move assessments into a stage at which it is a quality issue as well as a quantity issue? It's not how many vocabulary words you know for the SAT but how you can use language. To express yourself clearly is far more important than knowing more words. The importance is in the choice of words.

Another recommendation is that we need to expand opportunities for economically disadvantaged and minority students. That also has great implications for assessment. We need to find ways to assess and reward quality performance and to set high expectations for economically disadvantaged students and for helping them meet those standards. We will give them opportunities to express their achievements in ways that their cultures and/or their experiences allow them to show knowledge and learnings in ways that we have not traditionally valued.

The last recommendation is that we match world class performance. World class performance now has about a thousand different meanings. We probably should have a whole new thesaurus on that. And one of the sub-recommendations is we examine the standards of other countries. I think that's an important issue. We really should be looking internationally to see what the expectations are in various cultures, but we don't need to adopt those expectations wholeheartedly. We have to find what fits in terms of world class standards for the values, the belief systems, and the goals of this country, this state, this community. But I think that in the United States we have been, very egocentric, self-centered, insular, not looking outward to say, "What are the highest possible standards that we could set? What can we learn from other countries about the way they set standards? What are the important outcomes?" I think that we can look at the ways in which they assess outcomes and the kinds of things that they do to motivate children to get deeply into a content area, to really think about issues within a content area, to study deeply. There are some models there that are really important.

I guess I disagree with the standard that says we should be sure that tests of international assessments measure at the highest levels. I'm not against that in principle, I'm against that notion as the current international assessments exist, because right now they are a series of multiple choice tests that are much like the other kinds of tests that we have been giving traditionally. I would argue that we should push very hard for assessments to have the same qualities that I talked about for the kinds of assessments that I think are important for our gifted programs. The highest levels of these tests should begin to take on a different nature so that children can express the ways in which they have come to master their disciplines.

Harry Passow: Thank you. Blandina Cardenas-Ramirez will speak on cultural diversity.

Blandina Cardenas - Ramirez: Thank you, Dr. Passow, and thank you Carolyn for educating us all in a very exciting way. I have been asked to share some of my thoughts, on the *National Excellence* as they attend to the issues raised by massive demographic

changes in our society and the cultural diversity which goes along with those massive demographic changes. I have to tell you that I was considerably disappointed with the report. It addressed issues related to increasing learning opportunities for disadvantaged and minority children with outstanding talents in a manner which I considered to be fairly inadequate for the nation and grossly inadequate for Texas. When we think about the nation, we are talking about one-third of the children in the nation's public schools fitting the category of disadvantaged and minority children. So the pool of students who are of concern to us in the dimension of cultural diversity becomes much greater, and if one is to examine the totality of the issues facing us in the education of the gifted and talented, I think the needs of that particular population group have to be far more central to the elements of designing a program for the gifted and talented.

I think one of the reasons I was invited to make this presentation is because I tend to be provocative. Let me be a little bit more provocative here in the state of Texas. Because if for the nation that number is about one-third of the children and more than a majority for the children in all of the urban areas of the nation, for the State of Texas, we are talking about significantly more than one-half of the children fitting into the category of either minority or disadvantaged. If you look at income distribution, what we find is that about 70 percent of the children in our society are living in homes where the combined income level is under $50,000, which means that where you have two parents, you have two parents working at income categories that do not reflect high levels of education.

The issue for us in Texas and in the nation is to examine how we ensure that programs which identify and develop the talent of children throughout society deal with the standard that ensures that gifted and talented programs do not become the new segregation, either on the basis of economics or on the basis of ethnicity. If this occurs, and I fear that unless we are highly successful in all of the areas that have been described, the potential is there, the policy implications would be disastrous in Texas. Disastrous because surely there would be a reaction from the Legislature, disastrous because there would be challenges in court, but more importantly, disastrous because in a society like Texas --if we fail-- more than one half of our children will be harmed.

All Texas students will be living in a state characterized by what may be the most complex cultural and racial configuration of population, with the exception of California, in the United States. We share a common future, and our gifted and talented children, regardless of their racial or ethnic background or their economic status, must be educated to find meaning in the context of that future. If we are to create the great scientists, the great leaders, the great educators out of the pool of students that you are now educating, they must be prepared to function successfully within the context of cultural diversity which will define their futures. So my child, who is somewhat gifted, who is a highly privileged child, must be developed to function in a society defined by cultural pluralism and to bring

his gift, his ethics, his values, his approach to learning, within the context of that cultural diversity.

So when we're thinking about planning for the state and the education of the gifted and talented of the State of Texas, not only must our definition be far more inclusive and far more adapted to the demographic challenges in Texas, it must also be rooted in the vision of a Texas defined by cultural diversity. Let me share with you what I see as the issue of demographic and cultural diversity challenge for Texas. I see basically three kinds of configurations, three contexts in which we have to address these issues. The first is what I would call the demographics of places like the place where I grew up, Del Rio, Texas, which now has about 85 percent of the student population Hispanic. There are challenges of identifying gifted and talented children so that we increase our capacity to identify those talents across socioeconomic lines and across lines that concern the tenure of the family in this country.

We share a common future, and our gifted and talented children, regardless of their racial or ethnic background or their economic status, must be educated to find meaning in the context of that future..

The second set of challenges are faced by urban centers where the phenomenon of socioeconomic resource isolation for minority and disadvantaged populations is one in which we have created experiential and resource ghettos based on socioeconomic status. I live in a neighborhood in San Antonio, Texas, where Hispanics and African-Americans tend to be high achievers, and we have high rates of college participation and high rates of success on almost every standardized test, because the neighborhood in which I live includes mostly minorities who are M.D.s, Ph.D.s, or lawyers, or who are highly privileged. So we have to look at the difference there.

And then the other is the one that I am seeing surface more and more through the eyes of my students at Southwest Texas. That is the phenomenon where you have a small, but growing city which historically has been one where the minority population might have been 5 to 10 percent, and today you have a situation where 30, 40, 50, to 60 percent of the student population is either Black or Hispanic. But you look at the teaching force and you look at the leadership force in the community, and it is often devoid of either Hispanics or African-Americans. So in that context, what is required is the development of the institutional capacity to assess, to nurture and to support the strengths of gifted and talented children from other cultures and other socioeconomic levels.

The issues we will be dealing with as we go into our break-out sessions in this area are related specifically to the education of minority children along these lines. First, it is fundamental that we approach the development of plans and programs for the gifted and talented with the belief that children who are culturally different indeed have those talents. If we don't believe it, then we may as well walk away right now. The second has to do with the preparation of educators of the gifted and talented in a way that prepares them to do that assessment, to do that nurturing, to create those partnerships with parents. The whole issue of assessment of the talents, the multiple assessment of the talents of children who are culturally and linguistically different must be dealt with with great rigor in the State of Texas. Because if we fail that one in the State of Texas, we are ostensibly failing about 50 percent of the population here.

With early identification and early childhood education programs, the development of curriculum, the development of authentic partnerships with parents from culturally and linguistically different backgrounds and women heading up a household, we face enormous challenges in the education of children and enormous challenges in providing a nurturing environment for the gifted child. It is the phenomenon of female-headed households and the particular challenge that those households present in the education of children and in the development of many of the things that have been addressed that is a national issue. I think it is one that is very real and that we have to deal with here in the state of Texas. Thank you.

HP: Thank you very much, Dr. Cardenas-Ramirez. When we think of curriculum for the gifted in Texas and when we think of curriculum for the gifted anywhere, the first name that comes to mind, of course, is Dr. Sandra Kaplan. Dr. Sandra Kaplan is with us this morning and will speak next.

Sandra Kaplan: It is indeed a pleasure to be here. It's nice to see so many people that, as I mentioned to one person earlier, I grew up with. I do not define "grew up with" in the physical sense, but mean "grew up with" in the intellectual sense related to our understanding and our evolvement in gifted education. I said to a colleague, "Isn't today Washington's birthday?" And she said, "Yes." I thought what a good day to look at truth, right? During this symposium, we're trying to provide some opportunities to describe truth.

Many theoreticians believe that curriculum cannot be analyzed in isolation and that an appropriate curriculum is really a curriculum that is reflective and responsive to the context in which it is to be implemented. That statement should govern our thinking about curriculum and its directions for gifted students, now and in the future. For years and years we justified differentiated curriculum for gifted students on the basis of the core curriculum as a deficit curriculum. Basically, the idea was that the core curriculum was never sufficient for gifted students and therefore we had to add new dimensions to it. This is no longer true.

What we know now, because of contemporary efforts at restructuring and because of our newly acquired sophistication and our understanding about learning and how it takes place is that today's core cur-

riculum is very rich. The core curriculum for all children no longer gives us the excuse to say that it is not sufficient for gifted students. We really need to assess this core curriculum developed for all students as having potential for gifted students and to look at what parts of this curriculum are particularly relevant for gifted students. Primarily what I want to emphasize more than anything else is that today we are not talking about defining new curriculum for gifted students, but refining the curriculum we already have. And so, with that as a major thrust, there are three different ideas I'd like to express in terms of differentiating curriculum for gifted students.

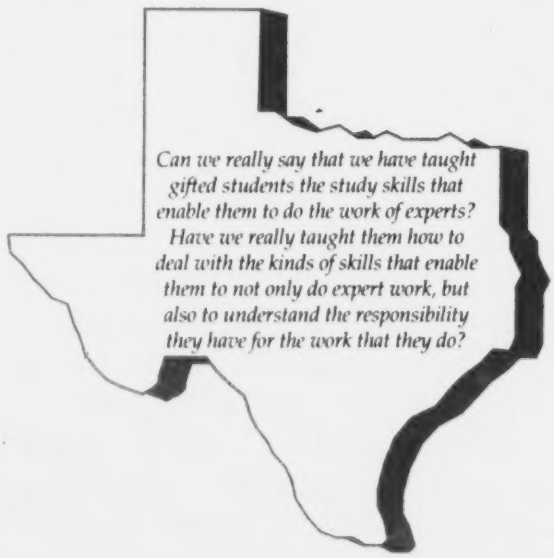
One idea is related to beliefs, the second is related to contemporary wisdom, and a third is related to current practices. With regard to beliefs, one of the things that we're going to have to do is distinguish between what other people are saying and what we believe about differentiating curriculum for gifted students. There is a prevalent belief that the erosion of gifted programs is a consequence of the fact that general education borrowed elements from gifted education to include in the core curriculum and left gifted education with very little. It's also interesting to note that when people think about what has been borrowed from gifted education and what we have left for gifted students that educators believe we need to define new frontiers in order to preserve gifted education. Instead, I think what we need to do is look at refining what we already have in the core curriculum for gifted students.

We are going to have to acknowledge the fact that there's nothing for gifted students that is distinctively appropriate only for this population. What we teach all students is what we also need to teach gifted students, but we need to think about what this statement means in terms of gifted students. There are factors that differentiate the gifted students' approach to and involvement in the core curriculum.

When are gifted students ready for the experiences of the core curriculum, and are we teaching toward that readiness? Are there elements in the core curriculum that we can define as important to getting gifted students prepared to learn at more sophisticated levels? One of the things that we know about curriculum and we know about learners is that some of us can sustain our involvement in certain kinds of activities in the core curriculum longer and differently than can others. Are we helping our gifted students to sustain their involvement in the core curriculum? Can we really say that we have taught gifted students the study skills that enable them to do the work of experts? Have we really taught them how to deal with the kinds of skills that enable them to not only do expert work, but also to understand the responsibility they have for the work that they do? Besides looking at readiness and at the consequences of sustained effort or involvement, we need to define performance. Do the students really understand the criteria against which they are going to be judged? Do they really understand how the criteria for assessment relates to their own involvement in the curriculum?

The belief that we in gifted education are losing ground because general education is borrowing from the curriculum we designed for gifted students is absolutely folly. The belief that all students in general and gifted education can have the same curriculum is an important concept as long as we understand that we need to adjust this curriculum in terms of readiness, in terms of anticipating sustained involvement, and in terms of performance expectations for gifted learners.

Another belief, is the belief that if we are really a good society, if things are going well in this world of ours, that indeed every child should be educated as a gifted and talented individual. I was just at a very large meeting in my own state where a very well noted educator said, "All kids should be accelerated and indeed everyone should be taught as a gifted and talented person." I think it's a very noble idea. I don't think there's anyone in this room that would disagree. Of course, we want everyone to be taught as a gifted and talented person, but then we all need to share the curricular responsibility for this belief. If everybody is going to be taught as a gifted and talented individual, then everybody has to fight anti-intellectualism in the schools and the society and fight for a more intellectual way of life that is receptive to gifted students.


Can we really say that we have taught gifted students the study skills that enable them to do the work of experts? Have we really taught them how to deal with the kinds of skills that enable them to not only do expert work, but also to understand the responsibility they have for the work that they do?

We need to teach intellectual behaviors. Such behaviors do not necessarily become synonymous with elitism or arrogance or pedanticism. Intellectual behaviors include knowing how to engage in the art of argumentation, to take a position, and to defend or modify your position. Intellectual behavior is to understand that you are always half empty and never completely full of knowledge or that you never know enough, and there is always value in wanting to learn more. Intellectual behavior means that you can look at things in terms of multiple perspectives: the perspective of gender, the perspective of psychoanalytic thinking, the perspective of culture, the perspective of any kind of individual that works with and uses power. If we really want to teach all children as if they are gifted, we need to teach the values of intellectual behavior as part of the curriculum.

Now in terms of the concept of contemporary educational issues and their effect on gifted education, there are four things I would like to address. First, everybody is talking about standards, and every-

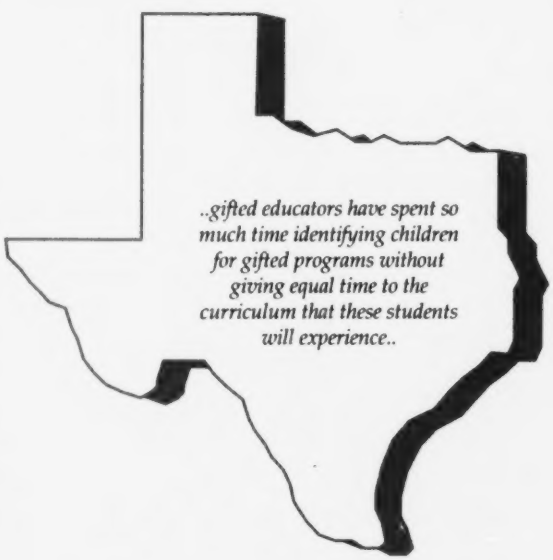
body is very excited about the potential of standards. One of the most interesting advocacy bases for gifted education will be articulating standards. While searching for the students who can attain five or a six on a rubric, we are searching for gifted and talented people. And by searching for students who perform at a five or six level on a rubric related to a standard, you also are trying to define more clearly what we mean by gifted education and curriculum appropriate to gifted students. But there is a concern with regard to standards that is called "empty rhetoric." I was reading a definition of a six related to a standard that was stated as follows: "Students should be able to engage in intellectual excitement." If the standard has to do with intellectual excitement, and a six for the standard is described as a student who would be very, very, very excited, how does the rhetoric really state the educational need or assessment we hold for gifted students? This is an example of "empty rhetoric." We need to translate standards into actual practices that can be observed in curriculum and instruction.

Another contemporary issue that affects curriculum is grouping. We need to stop looking at grouping as a social issue. The grouping issue is not one that can be discussed without respect for its social relevance. We know that there are some bad habits that have emerged from grouping. What we need to fight for are appropriate intellectual and instructional environments and thus define grouping in terms of curriculum and not ability, advantage or social service. What aspects of differentiated curriculum are better taught in large heterogeneous groups to everyone? What kinds of things in a differentiated curriculum will be much more effectively taught to small groups that are homogeneous? We do not need to talk about gifted versus non-gifted; we need to look at what is considered the most effective instructional patterns for different types of learners.

Another issue we need to address is the fact that so many of us have spent years and years writing large volumes of curriculum that sit unused on the shelves and haven't really made a dent in our instructional practices. Great differentiated curriculum written by gifted educators will not make any difference unless the teacher knows how to teach it in differentiated and provocative ways. What part of this curriculum is to be taught through inquiry? What part of this curriculum should be taught through socratic dialogue?

Lastly, the issue of cultural diversity, one of the contemporary issues that is certainly shaping curriculum, needs to be addressed a little differently in relationship to gifted education. I would like to really advocate that we think about gifted students as forming a cultural group that has its mores and behaviors, and that we analyze the diversity within this cultural group of gifted individuals. My biggest concern is that gifted educators have spent so much time identifying children for gifted programs without giving equal time to the curriculum that these students will experience. Consequently, programs across the United States have large numbers of gifted children representing the diversity of the school or community population, and these students are getting alienated from family and peers as well as getting an inadequate education as

a consequence of their identification for a gifted program. They become alienated in the sense that we have done nothing in the curriculum to enable their parents to become learning partners at home. We have nothing in the curriculum that allows these students to survive intellectual harassment. I come from an area where children who are identified for gifted programs hide the fact that they've been identified for a gifted program because we haven't taught them, as an integral part of a differentiated curriculum, how to deal with being gifted. This has to include issues of ethics, issues of survival, and issues of how to live with others who differ from you.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I think that we should consider a tiered curriculum. This tiered curriculum has to have three distinct layers or rungs. One rung has to guarantee that all gifted students have equal opportunity to the core curriculum. We have students, for example, new immigrants, who are in our gifted programs and are taught a very different curriculum than our English-speaking gifted students who have been in these programs for long periods of time. So I'm talking about one layer or rung of curriculum that is available to all gifted students regardless of their ethnic, racial, religious, or economic differences. The second layer or rung has to provide curriculum that is specialized for gifted children of particular kinds of groups. There needs to be a layer that allows students to maintain their individuality as individuals of particular cultural groups while they are still members of this general population called gifted. We have to determine how we're going to balance core and specialized curricula, so the Armenian child sitting in a gifted program can study the classics related to his or her own culture and still study that larger set of classics that we feel are so important for our gifted students regardless of their cultural affiliation. And then, that last layer or rung has to deal with independent investigations, the novelty of being able to particularize the learning process for yourself.

The last contemporary issue of gifted education that I will discuss is technology. I think that the superhighway of information has tremendous curriculum dangers for gifted students. I hear many people say that we can now plug gifted students into this massive network of information and that is insufficient. "Just get me the hardware, get me the connections, plug this in, and we will all be able to educate the gifted," said a teacher. I see where gifted

students could be isolated and abandoned if, in fact, we don't look at the role of technology as an intricate part of any differentiated curriculum and not as a curriculum in and by itself. We have to answer the questions: In what way does technology become a resource to provide more depth and complexity of the core curriculum for gifted students? In what way does the technology become an avenue to get to those experts who can assist a gifted learner?

Someone said to me, "Well, are you going to tell them to change those principles of differentiation we've been using for the last 15 or so years?" No. But we do need to look at some of those principles of differentiation and take them a little bit more seriously. In those principles of differentiation there is not a sufficient amount of discussion about the interaction of many (not one) major themes and major generalizations, principles, and theories. We have got to stop looking at things that separate content areas and start to look at how content and themes can connect. How does the study of "change" relate to a study of "pattern" so that you're getting the integration of the big ideas?

We need to start using the arts as a resource. For example, the folk songs of the 60s are a resource to understand history. We need to put a greater emphasis on current events in a differentiated curriculum. To have students be erudite or to be expert in a particular area of history or science and not understand the newest ideas expressed in today's newspaper or CNN News or journals is absolutely a travesty. We need to stress parallel reading, which is reading simultaneously the text, fiction, and current news articles. We need to look at what, in fact, might be a really significant contribution to curriculum and the principles of differentiation if we revitalize this whole issue of thinking like a sociologist, thinking like an anthropologist. We need to include more work into this curriculum for students in terms of psychology and philosophy. When somebody said to me, "Are you going to give them new ideas?" I said, "Absolutely not." What I'm asking you to do is to review what you already know to make sure that this time around we use the knowledge we have to make a real difference for gifted students. Thanks.

HP: Thank you, Sandy. Elinor Smith will now speak on providing for economically disadvantaged students.

Elinor Smith: I've been asked to comment on the national report with respect to assessment of and services for economically disadvantaged students. The report is quite straightforward and clear in telling us that we need to do a better job of finding talents among children who live in poverty. Almost one in four American children lives in poverty, therefore we're looking at a very large percent of our population. I understand that Texas figures mirror that national figure. While one in four children lives in poverty, in our gifted programs, only nine percent of the children are in the bottom quartile of income, while 47 percent are in the top. That discrepancy is one symptom of the problem.

In an overall approach to working with this issue, the national report advises that instead of focusing on solving the prob-

lems that poor children bring to school, rather we need to focus on challenging these children to develop their strengths. I would suggest that before we can challenge them to develop their strengths, we need to help them find and identify what those strengths are. What are the strengths that they bring with them to school? The report indicates that the use of IQ and standardized tests really creates further disadvantages for children who live in poverty, because with those tests, we're looking for achievement and for children who already have success in school. The report suggests that, instead, we need to make greater use of the broadened definition brought to us in 1972 by the Marland Report. Although many, many states and districts accept this broadened definition, few of them use it in identifying children. We're also told that the national Javits grants target, among others, economically disadvantaged children. So what is the real problem?

Let's look at the recommendations in the report that refer to children who live in poverty. First, I would like to speak about the recommendation that exhorts us to provide access for all children to early childhood education, an early childhood education that looks more for the strengths and the potential of children rather than their perceived weaknesses. We know from experience that we need to work with parents. We know that there needs to be communication between preschools and primary education, and that we need to train all teachers at these levels to look for and identify strengths in children. And yet large numbers of our poorest children do not have opportunities to attend preschool education. What do we do about that as they arrive at our school doors?

Another recommendation is that we expand opportunities for these children and eliminate barriers to their participation. As I read the report, I began feeling that I'd heard this again and again, year after year after year. Many years ago in gifted education we were saying the same thing, and it's become something that's politically correct to talk about, and yet we've found few ways to do something about it. Again we're told in the recommendations that we need to broaden identification. The vision section suggests further that excellent schools are ones that honor diversity, use community resources, and bring the communities into the schools. The report ends with a little vignette of an 18-year-old, Wayne, from an inner city Detroit neighborhood. In his own words, he explains how wonderful his summer opportunities as a research apprentice at Wayne State University have been. I'd like to say a little bit about this later, but that implies that if we work with poor children and simply bring them into the "mainstream" that we can find and serve their giftedness. I'm not so sure that's true.

Here's what I would like to have seen stronger statements about in our national report. I'd like to speak about three things. First, the report ignores the context in which we're working today, the context of educational reform and the complexity that issues of working with economically disadvantaged children bring to what we must do. There are undercurrents in the school reform effort, especially in places

where there are large numbers of poor children, that in order to be fair to these children, in order to do the best that we can for them, we must do away with the kinds of groupings that we see in gifted education. And it is indeed in the interest of the needs of these children that we're told we need to bring heterogeneity into our schools. Now that's a very complex issue. It's a very dangerous issue. Where I see these ideas applied, the outcome seems most frequently to be that programs for the gifted are being done away with exactly where they are needed most — schools where talented poor children have few opportunities to stretch, to think, to explore. Why are there common perceptions that poor children don't need programs for the gifted?

That leads to the second topic I would like to mention, that of attitudes. Issues of attitude are central to finding and developing talent in poor children. For example, too often we place the onus on the children to show us their abilities in ways in which we can easily perceive them, rather than expanding our own abilities to recognize potential. This is an attitude problem.

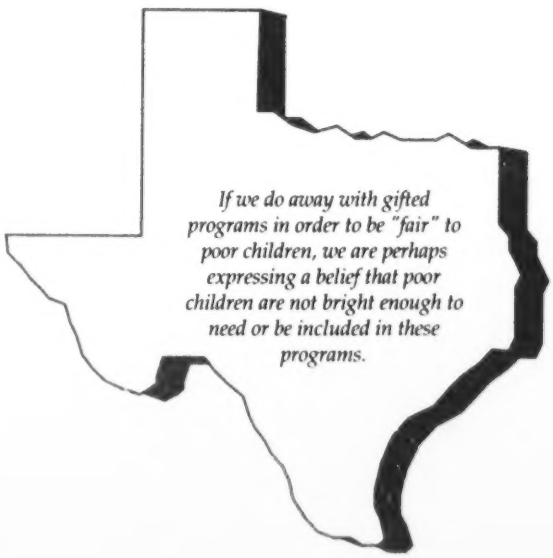
We must understand that there is a connection between what we do, the ways we do what we do, and our attitudes and beliefs about what we do. We seldom truly examine this connection. If we do away with gifted programs in order to be "fair" to poor children, we are perhaps expressing a belief that poor children are not bright enough to need or be included in these programs. Or maybe we believe that there is no possibility of nurturing gifted potential in children who do not meet our expectations for achievement in the basic skills curriculum. Unless we see enhancement of children's learning abilities as an end of instruction, we won't look for ways to foster that growth, starting with wherever the children are and whatever they bring of themselves to school.

Now let's talk a little bit about teacher training. With regard to the context in which we operate — the restructuring, the reform movement context — we must provide teachers with adequate training so that they can begin to do these things. Teachers must be aware of what their own attitudes are, how they affect their teaching, how they need to be changed, and how they work with the children wherever they are. We cannot say, "This is my curriculum," "These are my expectations for this grade level, and therefore that is what must happen for these children. At all costs, I must drill this into them; I must get them to do this and that."

We seem to believe that certain kinds of learnings must occur before others do. We seem to think that if children don't have the preparation that we can't teach them through a thinking curriculum. I was working with some teachers the other day and teaching them some strategies for inductive thinking, and one teacher said, "Ah, the light's gone on. You know something? Children naturally think inductively." And we all do, don't we? We all take the stuff of our experiences — and during our early years we're doing this all of the time— we take the stuff of our individual experiences, and make rules or laws or generalizations from it. "Ah-hah, this is the way I think the world is" based on what I'm experiencing. Working inductively with young children is

not something that's new to them. That's the way they form their world views, and we can capitalize on that because we should be teaching inductively as well as deductively. We should be focusing on big ideas from the very beginning. There is no prerequisite for knowledge of the alphabet or letters or knowing how to read in order to think about big ideas.

The last part of the national report deals with a vision of schools for excellence. In my view, this vision part of the report leaves off exactly where the hard stuff begins, which makes me feel as I'm reading the report that the statement of needs of economically disadvantaged and minority children is a statement that must be made because it is correct to do so. What we need is not a vision of what the schools can be, that alone is not enough. We need a vision of a process of getting there. We need a vision that looks at the reality of what is, and I hope that as you work in your groups these two days you will look clearly and carefully at what is, and then we need to construct a vision of how to get from what is to what we want to see.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I suspect that gifted education needs to look a lot different, especially if we're going to find and meet needs of economically disadvantaged and minority children. The programs we create, the curricular approaches we use, the services we provide, if these children are going to grow, must be based on who the children are and where they are. At the same time, we must have standards for where we're going with them. That has to include the possibility of those youngsters seeing the strengths they bring from their own cultures, and backgrounds, and their individual selves as part of the context of those standards.

We can do a better job. I hope, I sincerely hope, that this new exhortation to find and serve children from poor and minority backgrounds is not just another exhortation that will find us twenty years down the road saying, "We haven't done a good enough job. We haven't done a good enough job." The 18-year old student from Detroit who spoke about his summer internship at Wayne State University is an exception. How many talented, poor children are lost before they reach that point? One in four children, one in four—that deserves a great deal of our very best attention and focus. If we put our minds to it, we can do it.

HP: Dr. Robert Sternberg will now speak on thinking styles.

Robert Sternberg: I'm going talk about what we've been trying to do to implement the kinds of recommendations that are in the report. Rather than just talk about thinking styles, I think I'd like to talk more generally about different projects we've had, and then later in the afternoon go into more detail.

About three or four days ago I got a big packet from the American Council of Teachers of Russian thanking me for agreeing to review the applications of kids from Russia who want to study in the United States. I was reading these applications last night on the plane, and it turned out to be kind of interesting. I just want to motivate the rest of what I say by talking about three of the applications I read. One of the applications was from a person who is interested in body image. And the thing that impressed me is that his recommendations from two professors were very positive about his scholarly potential. He had published a lot and his essay was very good in the sense that it took the literature and did a pretty decent critique. But the thing that struck me is that there wasn't one original idea in the proposal. The thing that bothered me is that his recommendations were so good from these professors that it's my guess that he's going to be here in one of your schools. There was nothing wrong with the essay other than this is not someone who is going to really make any difference to anybody.

A second one was from a woman whose project description I really loved. It was a novel theory of children's fantasy and how children use fantasy to cope with problems. I've never seen anything like it. I really liked her essay, but her references were very mediocre. The professors said that she's someone who does what she wants to do. I read that as not what the professors want her to do. They thought that she would have trouble adapting here, and they weren't very positive about her. I gave her a very high rating, but my guess is that she's not going to get it.

And then there was a third application from a woman who has designed computer games in the Ukraine, and I was really impressed with the practicality of the games. This was something I thought that would develop á kid's intellectual skills. Her reference letters weren't very good, in that the people said she's not very scholarly. She is more entrepreneurial, the kind of person they thought we would want. The thing that struck me is that I've talked for some years about the triarchic theory of intelligence, which refers to analytical, creative, and practical abilities. The thing that struck me last night while I was reading these essays on the plane was how well the same problems that we have here can apply anywhere. Professors and applicants from a completely different country and culture, have the very same system as we do of undervaluing the creative and practical kids. So a lot of the work we've been doing related to this report tries to implement the triarchic theory in a practical way. I just want briefly to describe a few of the projects.

I came here from a meeting in Tarrytown, New York. The people who are meeting there are involved in different projects, but the kinds of kids we're working with are kids who are the ultra-poor. They come from houses where there is one room and no plumbing. Everybody shares

the same facilities. The kids are chronically malnourished. They are infected with multiple parasites. If you go to their schools, as we did when we were in Kingston, you would see that the school classes have no walls. How much you can hear when the teacher lectures is totally dependent on where you sit, because you mostly hear the other teacher lecturing to another group. So the school situation is just horrible. My goal in this project, relevant to this theory, was to understand this. These kids have been shown to have serious educational deficits. They're bright kids, but they don't do well in school. And the question is what's the problem? What's the locus of the parasitic infection in terms of causing them to have poor school work? This is an important question, because if you want to improve their school work, you have to understand where they're inadequate.

I went to this meeting in Tarrytown thinking, "I have great results" because the results showed pretty conclusively that the problems were not in immediate attention or energy deficits, but rather were cumulative deficits built up over time through inability to acculturate. They just weren't quite there in terms of getting the culture because they were sort of in a daze. The results were very clear. I gave the talk, and people clapped and seemed to like it, and afterward the guy who is the head of this international project said to me that it was too bad that I didn't have any results, which surprised me.

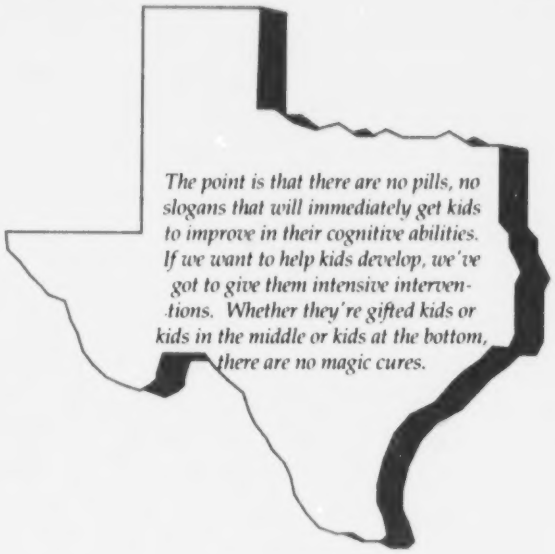
It turned out that what he was referring to was the part of the design in which we gave the parasitically infected kids a pill called albendazole. There are trichuriasis worms which lodge in the intestines, and the albendazole kills the worms. After giving them medical treatment, they were still not worm-free. We gave them a post-test a few weeks later on their cognitive abilities, and we found, of course, that there was no change in cognitive abilities. His idea of no results was that giving the pill did not cause an immediate increase in their cognitive abilities. What occurred to me is that we may laugh when we hear that of a parasitologist, but I think a lot of people in education aren't that different.

The point is that there are no pills, no slogans that will immediately get kids to improve in their cognitive abilities. If we want to help kids develop, we've got to give them intensive interventions. Whether they're gifted kids or kids in the middle or kids at the bottom, there are no magic cures. You can't take a kid who has been deprived his whole life, put him in a normal class, and then the next week test him and expect to get terrific results.

The second project I wanted to describe was one we did in Venezuela some years ago. A number of people were asked to devise a curriculum as part of a countrywide effort to improve the intellectual skills of the kids in Venezuela. This is probably the most impressive national program that's ever been conducted. It was done in the early 80s in order to increase the intelligence of the population. We devised a program called Applied Intelligence. It was placed into schools along with a number of other different programs. My program took kids who were already identified as bright and tried to help them develop their analytic, creative, and practical abilities. Their

results were looking very good, when the Christian Democrats lost the election. Within a matter of months, all of the programs that the tens of millions of kids in Venezuela were getting were dismantled because one of the campaign slogans of the opposition Social Democrats was, "Look at this stupid thing that the Christian Democrats are doing. They are spending your tax money trying to improve the intelligence of kids. What a joke! Elect us. We're not going to waste your money on those programs." And, of course, they won. And that was the end of that.

We've used it to some extent in the United States, but I think the lesson there is we have to keep politics out of education. There are a lot of good things we can do for kids. This highlights one of the frustrations we've had in this country as well; we've had this with our National Gifted Center. You know, someone's put into a position in Washington. The word gets around: this person doesn't like gifted. It looks like the Center's on the way out. Then there's this big surge. Now it looks like the Center's back. We have to keep out the politics. Let's do what's good for kids and not for candidates.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The third set of projects I wanted briefly to mention is a project that has been done in collaboration with a group at Harvard led by Howard Gardner. It's called the Practical Intelligence and Creative Intelligence for Schools Program. This is a program that's aimed at elementary school kids throughout the spectrum.

What motivated this work for me is I have a kid who I think is pretty smart and some years ago Seth showed me a paper that he was going to hand into his teacher. The paper was full of spelling errors, and it was a mess. I said to Seth, "You're not going to hand this in are you?" He said, "Of course I am." I said, "Well, Seth, that doesn't seem like a good idea." He said, "Well, the teacher only cares about the ideas." I said, "Seth, I think you're wrong. I think that the teacher is going to care that there are spelling errors." "No," he said, "the teacher only cares about ideas." He handed it in; he got a lousy grade; and he learned that he was wrong.

That got me thinking of numerous other instances with my kids and other kids. There are a lot of bright kids and kids who could be identified as gifted who never learn exactly what the school expects. A lot of times teachers think that's something parents should teach at home, that it's not

for them to teach, or it's something the kids should have learned a few years ago. Yet somehow they go year after year, never learning it. I'm not just talking about the elementary school level. You know, when I was in college, I really bombed a math course my freshman year. I was reading calculus the way I was reading an English novel. No one actually taught me the way you read in calculus or math versus the way you read in English.

My writing wasn't so good, and I had received B's on the quality of the writing, but no teacher had ever said, "The sentences each have to follow one after the other. You can't have gaps." They just gave me the B. It occurred to me that a useful thing to do for kids, especially bright ones, is to give them the practical skills they need to make their academic skills effective, to marshal the resources to survive in life, not only in school, but afterward.

One of the things I believe is that after you get out of school, the academic intelligence doesn't become unimportant, but social intelligence, the ability to get along with people becomes more important. So we devised the Practical Intelligence for Schools Program. I think it's been fairly successful over the years, and now we're developing the creative intelligence program that will go with it. What has motivated me is the large number of students that we get at the college and graduate levels who have high test scores, who are labeled as gifted, and who are like that Russian student -- they just don't have any ideas. I don't think that they were born uncreative. I think that for one reason or another these creative talents were never developed. So the lesson I've gotten out of this project is that we really need to give kids training in both practical and creative skills.

I've seen Seth putting his foot in his mouth and saying things he shouldn't say to his teachers. I've seen other students who don't ever seem to be creative. What kids need to learn is when to be creative and when not to be creative. They're both important. It's important to know when to be practical and to know when to be creative.

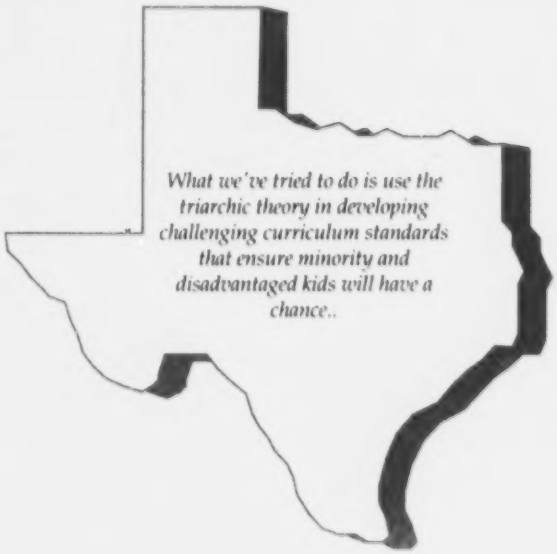
The last program I want to describe is our project for the gifted consortium, the Yale Summer Program for Gifted High School Students. It's an advanced placement program. We've decided to put the triarchic theory to a test, not to just look at the practical or creative aspect, but all of them. We sent a triarchic test, which measures analytical, creative, and practical skills to high school kids around the world. We identified kids who were analytically, creatively, or practically gifted. We also had an above-average control group, which was not really high in any domain. They came to Yale for a summer program, and they were taught advanced placement psychology in one of four ways: creatively, analytically, practically, or standardized.

The analytic emphasis was on comparing theories, criticizing ideas, comparing and contrasting, evaluating, analyzing, and judging. In the creative section, we emphasized coming up with your own ideas, going beyond existing theories, and coming up with original experiments. For example, in a literature course, students wrote poems and stories. In history, they came up with their own explanations for what's hap-

pened in the past. In the practical course, the idea was, "How do you use psychology in your everyday life? How can you really make psychology work for you?" We had kids of different talent groups taught in different ways. There was also a control section that had a standard, memorized kind of book course. We then evaluated them in the three ways. We evaluated them for analytic achievements, creative achievements, or practical achievements. We also evaluated through straight, multiple-choice, factual questions.

What motivated this project for me was my own experience in introductory psychology, in which I got a C. When I got that C, the lesson I learned was that I didn't have the ability to study psychology. I really wanted to be a psychologist, but clearly I was too stupid to do it, so I decided to major in math. I did worse in math than psychology, and I went back to psychology. But it got me thinking about how many kids really want to do something, really have a passion for something, and are given the lesson early that they don't have the ability to do it.

My belief is that often they have the ability to do it, but the way they're taught and assessed is not a good match to the kind of abilities they have. My introductory psychology course was a memorize-the-book course. I've never been good at that. That's not to say students don't have to learn the facts. Of course, they do. In all of our courses, students are given multiple-choice, factual tests, but there's more to any field than just learning facts. What we found is that for the creative and practical groups, the kids do better when they're matched. Now the point isn't that you should only match curriculum, because the lesson of this program is that kids deserve a chance to capitalize on their strengths. If they're good creatively, if they're good practically, if they're good analytically, we should give them a chance to do what they're really good at, because that's what's going to sustain their interests. Possibly they'll become great psychologist or physicists or whatever. What we've tried to do is use the triarchic theory in developing challenging curriculum standards that ensure minority and disadvantaged kids will have a chance. We work with teachers to teach these programs, and we think that through these programs we can reach world-class standards.


What we've tried to do is use the triarchic theory in developing challenging curriculum standards that ensure minority and disadvantaged kids will have a chance..

Harry Passow: I've gone through life following a number of principles, one of which is W. C. Fields' principle: never follow an act that has children or dogs in it. The corollary of that is never follow Bob Sternberg.

As we all know, *National Excellence: A Case for Developing America's Talent*, recommends that:

"The nation must establish comprehensive and advanced learning opportunities that meet the needs of children with outstanding talents in every school in the nation. Opportunities must be as diverse as the talents of the children and enable them to do more in-depth work in the core curriculum; accelerate the rate at which they learn the core curriculum; enroll in a specific interest such as the arts; and work in such places as museums, libraries, scientific organizations, and special schools. Flexibility and varied opportunities are essential to meeting the needs of all students, including the talented.

- Schools must assess students' level of competence in the regular curriculum in each of the core subjects and provide alternative learning opportunities for students who have mastered them.
- Communities must establish learning opportunities for students both inside and outside the regular classroom and both inside and outside the school building. Communities must also insure that students have many options that draw on the community's resources." (p. 27)

Since providing comprehensive and advanced learning opportunities, adequately paced, and in whatever settings are appropriate is what gifted education has been about, we should have no trouble establishing high-level learning opportunities.

We would do well to reflect on the meaning of high-level learning opportunities as distinguished, I suppose from low-level learning opportunities. We would do well to move from examples to guiding principles. What makes a learning opportunity high-level?

I submit that a high-level learning opportunity is one that:

- is challenging;
- deals with complex concepts and content;
- contributes to the nurturing of related skills—e.g., learning-how-to-learn or metacognitive skills;
- encourages a variety of conceptual connections both inside and out
- is flexible and breaks the lock-step;
- uses a variety of appropriate human and material resources;
- is evaluated.

High-level learning opportunities do not consist of advanced content alone, but apply to learning involving very basic knowledge, skills, insights, and understandings as well since such learning experiences are fundamental in the development of a learner who is more than an absorber of knowledge, a good test-taker, and a producer of uninspired reports or projects.

Let me try to communicate what I have in mind about the nature of high-level learning opportunities by drawing on something I wrote for the book I edited with Paul Brandwein titled, *Gifted Youth in Science: Potential through Performance*. I will illustrate with science but I believe that these ideas ap-

ply to individuals in verbal talent areas or language areas, in graphic or performing arts, or any area of talent.

In that book, I suggested that we needed to think of a three-tiered overlapping curriculum – one that provides a basic science experience for all learners; a second that provides an appropriately enriched and accelerated curriculum for students who have met whatever criteria we have established for the general designation of "high ability learner" or "gifted;" and, a third curriculum which would provide for those high ability/gifted learners who manifest the high intelligence, special interest, motivation, critical judgment, and other indicators of potential scientists.

In order to create a learning community for potential scientists, I would suggest that such a community would include opportunities for:

- acquiring the basic skills and tools for learning;
- systematic study of both basic and advanced knowledge in science;
- developing the skills needed for formulating inquiries into real problems of science;
- studying current developments and frontier areas in science and technology;
- understanding the nature of science and scientific inquiry;
- designing and conducting independent study projects;
- interacting with peers in situations where the concept of an inquiry team can be developed;
- making meaningful contacts with specialists and settings where science is practiced preferably at a high level;
- experimenting with ideas and things;
- reflecting on the often conflicting values as science impacts on society;
- developing the motivation and commitment, the perseverance to engage in the involved and complex tasks of science inquiry; and
- becoming connoisseurs regarding the nature of excellent performance in science.

At the elementary school level, the aim is not to determine which youngsters will become scientists and which ones will not. Rather, such programs should provide the kinds of opportunities that will enhance student interest and stimulate understanding of the meaning and importance of science. Such programs should embody the excitement, challenge, and discovery of modern science, creating a setting in which students will begin to understand their own abilities and aptitudes and will begin to manifest such potential through their performances and their products.

Science programs at the pre-secondary level should begin to provide access to the substantive content and processes of "real" science in a way that challenges children and begins to lay the groundwork for more complex future understanding. Young students are ready to explore basic concepts and principles which constitute the structure of science in an intellectually honest fashion. With access to television programs, toy laboratories, books, and all types of do-it-yourself kits, today's youngsters are ready to begin systematic, serious study of science at earlier ages than ever before. Students need guidance in terms of what they read and what they view so that they come to appreciate what constitutes the challenges for science and technology in the world that surrounds them.

Early on, students need to learn that they can satisfy their curiosity by their own efforts. Access to knowledge should not be restricted to artificial barriers, particularly those of levels.

Higher level learning opportunities will provide students with experiences that will help them to understand the nature of science—its dynamic characteristics ("Its laws, its findings, and the raw materials of its investigations are ever accumulating"); its human elements ("Science is not an impersonal subject consisting of accumulated facts with no reference to the human and his/her intellectual values..."); its increasingly cooperative aspects ("The single scientist working alone is being replaced by interdisciplinary research teams and group efforts"); and its inevitable expansion and movement in new directions (Cole, 1956, pp. 4-6).

As students having a special interest, motivation, and potential in science mature and move through the program, they should have access to the disciplines and the discipline of science at increasingly more complex, more abstract, more advanced levels. They should be provided with opportunities to examine the relationships between science and other disciplines. Their study opportunities should offer both acceleration and enrichment as appropriate. At times, they will be ready for experiences at an earlier age or at a more rapid pace than is the average. At other times, the instructional opportunities will enable such students to engage in learning experiences of greater breadth and depth than those of their peers.

Students should learn how to explore topics using interdisciplinary approaches in order to understand how science may often be both part of the problem and the solution. They should become sensitive to the values and the moral issues posed by development in science and technology. All of this requires making available courses to provide the foundation for knowledge and understanding followed by advanced courses in science and technology in order to provide opportunities for individuals to:

- learn how to phrase questions and define problems;
- use past experiences in the solutions of new problems;
- identify resources needed for problem solution; and
- test possible solutions and to acquire meanings from problem solving.

Clearly a vital element is the ambiance created by the interaction of students with each other, and every opportunity to facilitate and encourage community — opportunities for interaction regarding science ideas and development with teachers and with other adults; access to laboratory resources and places "to do" science; availability of library resources with advanced-level materials; opportunities to participate in seminars and competitions (individual and group); and avenues for sharing, communicating, and critiquing individual and group investigations.

A Lively Exchange Among the Panelists

PART 2

HP: The next hour is to be devoted to a dialogue among the panelists. This will be a sort of free-for-all in which we have an opportunity to raise questions for further clarification about points or to emphasize points or to take issue with points that have been made. Since we began with Carolyn, and Carolyn has been taking copious notes, I'm going to give her an opportunity to start this dialogue.

CC: I was going to raise a question for Sandy. I am going to raise several questions, and I'm also going to be politically incorrect for a little while, so I hope you'll bear with me. First, in regards to Sandy's comments, at some point I would like her to elaborate for us on how the concept of gifted curriculum as just a difference in readiness differs from gifted curriculum as pure acceleration. I'm having a hard time making that distinction in my own mind. If the curriculum is the same and readiness is the issue, why not simply accelerate children through the learning process and let them finish high school and go on to college and let the colleges and universities worry with this issue? I'll let her think about that for a minute while I make my politically incorrect statements.

For the second issue, I want to take off on Bob's notion of giving pills to people [p.17]. Bob makes a very interesting point. He described a study in which medication was administered and people did a very careful study of what effects the medication might have. A medical model in terms of administering treatment is not a bad model in that people do not give medicine to children without testing it first and making some decisions about what the effects of giving medication will be. As a mother, I never wanted my stepchildren to get medication without asking some questions about the anticipated effects -- the anticipated positive side effects and the anticipated negative side effects.

One of the most intriguing things to me and most distressing things to me about the field of education is we will give a treatment without any sense of what the outcomes are going to be for anybody who is affected by that treatment. I consider the reform movement a classic case of giving treatment without evidence of the effects of treatment. So I want to raise some issues about some general statements that were made, but I want to preface these with some comments.

First, I am as much opposed to tracking as anybody can possibly be. Second, I do not equate grouping and tracking. From my perspective those are different issues. I want those to be very different. I want to talk about heterogeneous grouping and homogeneous grouping for a moment and not talk about anything except the effects of a blanket statement that heterogeneous grouping is going to make education better.

We have absolutely no evidence for any group that that necessarily is going to happen. I think one of the most interesting things we have evidence of that is emerging now is that, in fact, we may have caused problems we didn't mean to cause.

First of all, no one asked the teachers what they thought about grouping. There's a classic study that has come out indicating that teachers see lots of problems with just routinely saying, "We're going to heterogeneously group students." There is a real concern in my own mind about anybody who tells me any treatment's going to fix everything. I disbelieve them automatically and immediately. Without changes in teachers, we can't make the kinds of sweeping reform movement efforts that probably are very good.

...we haven't worked with teachers in a way that helps them understand how to teach children, how to start with the children where they are, know what their goals are for the children, and know how to get there..

We've just completed the first stage of a study of pre-service teachers from five universities that are considered five of the really good teacher training institutions. We're looking at how these teachers in their student teaching and their first year of teaching responded to diverse learners in their classroom. They know everything right to say and nothing right to do. They know how they're supposed to feel about diverse learners. They know what they're supposed to say about them. We've been observing them in their classes, and they are doing nothing different for those learners. I'm not just talking about gifted learners. I'm talking about children having difficulty reading, special education students, students who have difficulty learning, and gifted students. Teachers are not making modifications in the curriculum for special needs students. Neither are the supervising teachers that they work with, which is part of the reason that they are not doing it. We have a teaching force out there that does not have the skills to do the kinds of things that must be done to make heterogeneous instruction work.

Another issue I would take with Sandy is she's seeing a different curriculum than I am; I don't think the curriculum in schools right now is very good. I think there are principles and standards that are very good, but the curriculum that I am seeing implemented in regular classrooms is not one that I want to build on for gifted education in many, many cases, and there are certainly exceptions. The NCTM principles and standards

have great value, and they can either lead to great curriculum or disastrous curriculum, but I don't consider them curriculum.

So I think we have to look at a lot of issues that have to do with the reform movement and consider whether we have the basis for implementing them. Or perhaps we have to look seriously at what it takes to make those things work and look at whether we're talking about panaceas that will fail us, or else we will once again be no further ahead. One last comment, I'm seeing increasing numbers of rich children leave the public schools. I'm afraid we will destroy our public school system if we don't step back and say ... it's not just a majority/minority issue, it's a rich/poor issue. If we don't find ways to make these things work better, we may end up destroying something without meaning to destroy it.

We have to begin to see gifted education as working with children who have ability, whether they are achieving or not. That, to my mind, speaks heterogeneity.

SK: I'm ready to respond. I'm not sure that I can really do justice to your question, Carolyn, because it may be more sophisticated than my answer. But it seems to me that when I speak of ready ... well, let's go back. The context was that we may have no curriculum that is just for gifted children, and I'm really hard-pressed personally to find something that is just good for gifted children. I can go back to the old thinking skills days when we used critical thinking as a benchmark for a gifted program. We said we'd do it because we have gifted kids and the rest of you can kind of wallow around in basic skills. The reality is that the only reason that we did it was because nobody else wanted to do it or that we gave claim to it sooner and started to do it, and it became our territory. But it was never the intent, I don't believe at least from my perspective, that critical thinking was ever meant to be just for gifted kids. So when we talk about readiness, I'm not referring to a general readiness for learning, but instead a specific readiness for tasks.

I think the acceleration model assumes a general readiness for all learning, and it lets students go as fast and as far as they need to go. If you're looking at readiness in my context, independent study, for example, is for all students, but some of our students will be ready to do this sooner than others. If you then apply it to gifted children, you're talking about the fact that they come with a larger bank of knowledge, and they have some pre-

requisite skills and ability to access information. They have the commitment to the task. That's where the readiness comes in.

Carolyn, I want to take issue with you, though, about the regular or the core curriculum. The first news that I ever had about a national report came via a very long pipeline. Since I live in California and Washington is far away, even telephone information can get distorted by the time it reaches the west coast. One of the things that we heard was the fact that there was a concern for academic rigor and that there was a comment that gifted programs had been process-oriented more than content-based. Also, there was discussion about the fact that the core curriculum had gotten better, or at least in definition and state frameworks it's gotten better. In practice it may be still lacking.

One of the things that I took hold of was this comment because I think that we have an obligation as we deal with gifted education and curriculum for gifted kids, to look at the spill-over and contagion factor. So if we start with our curriculum, and we use that as the basis of talking about differentiation in depth with complexity, at the same time we provide opportunity to increase the value of that core curriculum for larger numbers of students. I don't know if that plays exactly into what you ...

CC: I don't think I disagree with you on that. I think my question is not what's on paper; it's what's implemented. I see those as very different issues, and I find it difficult as a teacher of gifted to play off of something that only exists on paper when, in fact, the kids may not be getting it in reality in their classroom. I think on paper I would agree with you. There have been efforts in most of the professional associations to upgrade what is the paper curriculum over the last five years or so. What I have more difficulty with is what's actually been implemented in schools and how we would build on that.

But I think I would also agree with you that there is no curriculum that I can identify that I could say oh - it's like the books in the library. It used to be, these are the books for the gifted teachers, and these are the books that everybody else can use. That should never exist. That's a ridiculous assumption on their part, I think. I don't disagree that you don't build on good, solid core curriculum.

HP: Bob.

RS: I thought your comment about the medical model was interesting, so I had a few comments on it. I think we can learn a lot from the medical model, and I think that Carolyn's point about the importance of testing programs is really good and one I've also been concerned about, that there are an awful lot of programs that are used. I am somewhat involved in the thinking skills business, and many of those programs have never been tested. What's worse is that some of the originators of the programs go out of their way to make sure that they won't be tested. They become more entrepreneurs than they do anything else, so I think that there's much to be said for demanding some evidence of how a program works and with whom. So I really like that

point. But I was thinking about the medical model and some other implications of it, and I think we have as much to learn from it that's negative as positive. So I just wanted to expand on the metaphor of it beyond what I'm sure Carolyn meant, or should have meant, or would have meant, or even will mean.

I think there are a lot of things about it that we shouldn't use. One is the notion that kids who are not achieving as well as we would like or who are not getting high scores on IQ tests or whatever somehow have a kind of disease. Because I think that's what a lot of people think. They either call them retarded or disabled or stupid or weird or unable, but whatever you call them, it's as though there's something wrong with them and they ought to be shunted aside.

I think that one of the things we've learned is that there are lots of kinds of abilities and talents. If students don't do well on a certain predictor of performance in a unidimensional model, the predictor becomes more important than the criterion. If they are high achievers, but they have a low IQ, you call them overachievers. It's like there's something wrong with those kids, and you want to find out why they're achieving too high so that you can fix whatever's wrong with them and get them back to where they should be. So there is this kind of disease notion about kids. You don't want to admit them into your program because they don't have a high IQ, or into your school, or you don't want your kid to marry one.

So I think that we should avoid the notion that if a kid does not do well in a unidimensional criterion, the child must be diseased, instead of our looking for the more positive side and asking what's right about these kids. What we've found in our work, is that often there are a lot of other strengths and if you don't look for them, you never find them.

I just want to say I'm not only talking about other people. When I started teaching, a lot of the students I had, I didn't think were very good. I wondered how they ever got into Yale. As I started expanding my own thinking with the triarchic theory and the theory of thinking styles and I started teaching statistics, not only algebraically, which is my own way of thinking, but geometrically, a lot of the kids who I thought were mathematically diseased actually turned out to be pretty good.

ES: I would like to make a statement about Carolyn's comment about the rich/poor issue. Let me see if I can illustrate it this way. I've had an opportunity to work with districts in high income areas, some of which do very well with students as measured by standardized test scores and are very happy with themselves and happy with the products that they produce. In examining what they do with and for students, it occurs to me that if we were to take out of those schools all of the students that come from advantaged homes and place in those exact same schools, poor children, economically disadvantaged children, the districts

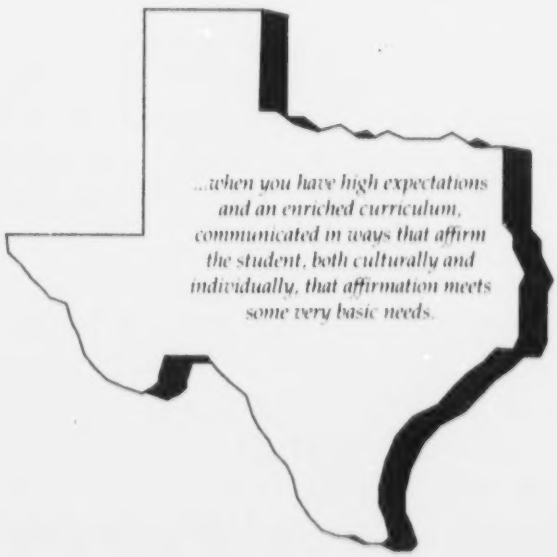
wouldn't look very good at all. This suggests to me a couple of things. One is that we haven't worked with teachers in a way that helps them understand how to teach children, how to start with the children where they are, know what their goals are for the children, and know how to get there.

We have teachers saying, "When we see those districts begin to change, and poor children begin to be integrated into those schools, what are these children doing here?" They are not ready; they are not prepared. If we look at gifted programs in those areas, much of what we do in gifted programs is to expect for entrance into the program, certain levels of performance. If children don't live up to those levels of performance, we have teachers saying, "What are they doing in my class? What are they doing in my program? They are not ready." We have to begin to see gifted education as working with children who have ability, whether they are achieving or not. That, to my mind, speaks to heterogeneity.

Back to the rich/poor issue — if we examine carefully what's happening in some of those districts for the advantaged children, often we find that the districts really aren't stretching the children to the levels of which they are capable. So, we have to look at our role in gifted education as working with ability whenever and however we can find it. Yes, with goals and standards in mind, but, we must realize that we cannot use exactly the same approaches with everybody. Because after all, one of the outcomes we should expect from gifted programs is that students grow in their abilities to learn. Another outcome is that they understand and know what school is about and what's expected of them. We need to help them learn how to take responsibility for their own learning. We may not see the same growth in the same way, at the same time in all our students, and that should be all right. This means we have to look at a variety of kinds of grouping arrangements. We have to look at a variety of approaches. But, we have to have in mind the same overall goals for students.

HP: Let me pursue that a little by asking you a question here. What we've had since the Marland Report is lot of rhetoric about minority children, disadvantaged children. We have to do better. At this point *National Excellence* says we have to do better. What's better? What do we have to do? One of the things that we have to recognize is the tremendous diversity among minority populations. We categorize them as African American, Hispanic, Native American, Asian American and so forth, and as if they each were homogeneous, ignoring the tremendous diversity among them. What advice would you have for school people in terms of the recommendations they might make based on the national report? How we might get away from the rhetoric? Having worked on the Title I, Chapter I programs for 28 years now, planners are just now coming around to where I think they should be.

ES: I'll mention a couple things I think we need to do. One of them is to thoroughly examine what we're doing now and look at it with clear, unshaded, open eyes. That means we have to look not only at our curriculum and our approaches, but our attitudes and underlying beliefs. Let me say, I don't mean looking at our attitudes and beliefs the way we did in the 60s and 70s, when everybody was pointing fingers at everybody and you're a this, you're a racist, you're a that — that doesn't help. I think the examination of our attitudes and beliefs has to be done in an environment that is safe and that is free of recrimination. We all, as teachers and as educators bring our cultural views, whatever they are, to our teaching. It is extremely important that we examine the philosophical underpinnings of the way we teach and what we teach, because unless we can examine our beliefs about that and hold those beliefs out for ourselves to look at, there's not a way to truly understand what we are doing and how that may or may not affect children. So that's very important. Examining what we're doing now and why we're doing that might help us point to what we need to change.


...when you have high expectations and an enriched curriculum, communicated in ways that affirm the student, both culturally and individually, that affirmation meets some very basic needs.

I think a second thing is, we have to recognize that with poor children especially, we need to begin looking for and developing talent at the earliest possible age. This means that we have to have all teachers, regular classroom teachers, not just teachers of the gifted, using strategies and approaches which nurture and develop ability. We need to focus not just on cognitive, but also on affective development, as well. Without the personal connectedness to their learning, we're not going to draw out from children the strengths that they can bring to bear on their learning. So, starting early with nurturing environments, and beginning to look at talent pool development at a very early age is extremely important. At the same time, we cannot also expect all children to develop at the same rate, in the same way, so there has to be a lot of flexibility there.

A third thing is that as teachers, we need to have a much wider range of teaching skills, strategies, approaches, than most of us have. There needs to be continuing education so as teachers develop this great big tool kit of strategies and, like the mechanic who uses one tool

for this and another tool for that, know why we're using each, what it does, for whom and why.

SK: Obviously, those of us familiar with this problem are dealing with it in a variety of practical ways. And, so I want to offer some suggestions in a curriculum. All curriculum is a means-ends relationship and I think that, Harry, you've taught me that there needs to be a set of ends or results that we want to accomplish and there is, as Elinor just said, a variety of means to those ends. One of the things we don't want to get involved in is a culturally diverse program for gifted students which has separate curricula for each type of diversity. I think that was Harry's point. So, here are some suggestions I would offer.

One is, we need to look at the value constructs for the kinds of things we are holding up as ends. One of the results or ends for our quality gifted program, or for curriculum in general, is to develop critical thinking skills in students about complex issues. That means different things to different children in different cultures. We need to look at the value constructs that students carry with them. There are cultures that we deal with that to be critical, is considered rude. And to think critically is considered arrogant. Unless you start to look at the cultural meaning of that, we are never going to move students along in a way that is individualized and particular to their culture and consistent with the standard or result that we want.

Secondly, I think we need to look at cluster learning. By cluster learning, what we're talking about and what we're practicing, is that our gifted students are learning from two cultures simultaneously. For example, one of the outcomes we want for kids is to understand different genres and look at the relationships between these different types of writing or forms of communication. So, we have a student from Russia who is reading Russian fairy tales and reading the fairy tales that we hold as classics simultaneously. So that you're really parallel teaching or clustering. Learning about the important elements of history and the power struggles in our own country, looking at the power struggles in their country, looking at this simultaneously or by parallel or cluster learning.

A third thing is the old concept of usability. I think that many of our parents in the inner city, who represent a fairly diverse population, see the gifted program as absolutely unreal folly. They see it as having no value for their kids. They see the gifted program as an entry into college, but they do not necessarily have college aspirations for their kids. For regardless of what reasons it is, that's what they hold. What we need to do is tell them how usable the knowledge that one gains in the gifted educational program is, for whatever you need to do. Students take Advanced Placement courses or independent study research or design their own experiments. They

learn that learning is useable whether they plan to drive a truck or go to a major university.

And, last, I think we need to look at sheltered English and its relationship to significant, advanced content. A lot of teachers are saying that until students learn English, or until they value this, or until they have this broad background, students can't possibly enter into gifted educational curriculum. We have taught, with only pictures, an advanced biology course, to a kid that speaks no English at all. This student is learning from pictures, advanced concepts of biology through sheltered approaches.

How do we work on people's attitudes, values, and beliefs in an effective way and not a counter-productive way, so that people can start to see other people as having talents and values, or having talents that all people value?

So, we can hold on to the ends. Because one of the things our parents of majority culture, of gifted kids are saying, is that schools are going to dissipate the intent, the value, the importance, of gifted programs by letting in diversity. What we are saying is giftedness is giftedness across the cultures. We're holding the ends constant, but we're bringing the means to those ends appropriately to a variety of cultures.

BC: I spent all of my life, except for the time in which I was in university training, working directly with parents in minority and disadvantaged communities. I'm consistently impressed with the wisdom and common sense in those families as they approach the education of their children. When we create real dialogue with those communities and with those parents, I think we get insight into both gifted families, gifted parents, and gifted children. One of the things that school districts in Texas must do is to create the means by which they can establish real communication, real dialogue, and real partnerships with parents and families that are not culturally, linguistically, educationally, or social-economically empowered to create a relationship with the school.

I mentioned in my earlier comments that I see three configurations of school district readiness for the diverse populations. I get this impression from reading proposals. Often, you will see a situation, as in El Paso or Brownsville, where the problems are very complex. You tend to have a heterogeneous population, and you have a long history of the community trying to deal with those issues. Then you have Dallas and Houston where there are tremendous and rapid changes in population and real lags in the

capacity of the school district to deal with the population and the changes that have occurred.

Then there are the school districts in which the population shift hit in the last five years. They don't know what hit them. Ten miles down the road from that school district, there may be another school district that says, "Well that's not an issue for me." But you know what? Five years from now, you're going to be in the same situation as your neighbor. I think that all of those school districts are dealing with rapidly changing circumstances.

I think that some level of forgiveness of ourselves for not having all of the answers is in order. But forgiveness for not having all of the answers is not forgiveness for denying that the challenge exists. Now given that context, it seems to me that we are best informed by a range of practices that have surfaced from highly successful efforts to educate culturally different children.

I spent three years at the American Council On Education in Washington, D.C., and what is very clear is that we are not tapping the level of giftedness that exists in culturally different communities. The numbers simply tell us that, we're not capturing the giftedness that is there. Whether it is giftedness expressed in the sophisticated ways of contemporary American society, or giftedness that is the human potential that exists in people who do not have access to the resources of modern technological society, giftedness is there, and we're not tapping it, and we need desperately to do so for all of our sakes.

I think that if we look across those programs that are succeeding--programs like those that exist at historically black colleges and universities that have been developed for about twenty years--Xavier University is producing the largest number of black candidates for medical school of any institution in the United States of America. Small historically black colleges produce more candidates for medical school, individuals who successfully complete medical school, than other institutions in the United States. They take kids who score 700, 750, and 850 on their SAT's, so they're not taking the cream of the crop. The cream is going to other institutions, and the African American students are not doing as well in other institutions.

There is a climate and environment that is highly personalized with the values, the belief system of the institution that these youngsters are capable. The institution puts in place very high expectations for ultimate outcomes for these students. There is not a watering down; there is not a dumbing down of curriculum; there are high expectations communicated in highly personal, culturally appropriate ways to these students. Also, there are strong preparation and enriched curriculum, the kind of curriculum and learning we want for gifted students, but we're saying it really works for all students.

I'm not suggesting that the students that come out of Xavier and go to medical school, by definition, are gifted students. What I am saying is that when you have high expectations and an en-

riched curriculum, communicated in ways that affirm the student, both culturally and individually, that affirmation meets some very basic needs. As I looked at those elements of Xavier University's program, I also saw that those same kinds of elements--high expectations and enriched strong interactive high-standard curriculum--were present in almost every other successful program focused on increasing achievement for minority students. It's simple. What's frustrating is that it's obvious, and yet it is very hard to implement. I would suggest one of the reasons it is very hard to implement is because our schools not only need restructuring in terms of the way kids are taught and allowed to grow and learn and be active learners and be part of an educational and an intellectual community, but also because our schools are very poorly organized and depersonalized. This is very counterproductive, particularly for children who come from highly interpersonal cultures.

If we're going to make this program work for minority students who are gifted, we're going to have to look at some of the underlying values in terms of the way Texas is educating its children. When the school boards make the decision to keep schools large in order to have an outstanding football team, that's not the kind of intellectual environment we need for gifted children, whether they're minority or not.

Kids from privileged homes that have intellectual commitment and high standards are going to pass in most environments. Kids who don't have that at home are going to have a great deal of difficulty. We need to look at the ways in which we think about teachers and parents as intellectual partners in this enterprise. You may be looking at an inner city mother with an eighth grade education, but she knows you can talk to her with respect. You can talk to her and be open to her understanding of intellectual constructs. You will find that partner in her or that enterprise that is needed to support the child. If you talk with recent immigrants from Mexico, legal or illegal, and you establish a dialogue about what goes on in a child's mind and what they want for their children, you will find that partner. We have to get away from simply looking at giftedness as measured by a child's ability to give us the answers according to our own slant on intelligence.

RS: I just wanted to elaborate on a few of your remarks because they were so good. I wanted to mention a few things that I think support your ideas. One is a personal experience. As someone who started off in school getting low I.Q. test scores, I know that you don't have to be a minority group member to experience a lot of the things we are discussing. When I had low I.Q. test scores in early elementary school, my teachers thought I was pretty much a dope and they treated me unkindly. The funny thing was that I learned to give them back what they wanted because I wanted to please them. They wanted someone who was a C student, I gave them a C student. They were happy; I was happy; and everyone was happy. So, I think that these issues may apply particularly to minority group people. We should remember that if you don't expect much from a person, that's

what you get. people. We should remember that if you don't expect much from a person, that's what you get.

My fourth grade teacher changed my life, because she believed I could do better, and I wanted to do better. I really liked her. The interesting thing was that I started doing A work, but the only person responsible was me. Because up to the point where I had this teacher, I didn't think I could do it. So I think that the points that the other speakers have made about how you get what you expect are really good points. I've seen it in my own life, and I think there are experiences that support that.

I wanted to mention a study that shows this doesn't only apply to intellectual abilities, even though we're concentrating on that. Guys were asked to call women, and they were given descriptions of what the women were like before they called. Some of the women were described as attractive, nice, and agreeable, and some were described in non-favorable terms. The conversations were recorded, and as you can probably guess, the descriptions were randomly paired with women. Of course, it's a psychology experiment. Afterward, other people listened to the transcripts; they just listened to the women talking and were asked to rate the women on the attributes by which they were described. Here's the interesting thing: the women were described by these people who knew nothing about the experiment in the same way that they had been described to the guys who made the call. In other words, they started acting like the guys had expected them to act. The guys treated some of them as if they were not very attractive and not very nice, and they started to act that way. Others were treated as attractive and really nice, and they started to act that way. It's another example of how you get from a person behavior consistent with the way that you treat them. If someone is repeatedly treated as not attractive and not worthwhile, or whatever, that's what you get.

I wanted to mention something about a study we did that's supportive of things other people said. We found that different ethnic groups have different conceptions of what it means to be a smart kid. Some emphasize more social, cultural, and personal skills, and some emphasize more straight, academic skills. We also looked at teachers' conceptions of what it means to be a smart kid. The results were very clear. The more the ethnic group's conception of what it means to be a smart kid matched the teacher's conception, the better the kids did in school. The ironic thing is that the teachers were emphasizing the strictly academic part of intelligence.

What bothered me is that when you get out of school, there's more to intelligence than getting good grades. You have to get along with other people; you have to get along with supervisors; you have to learn how to make things work for you in the world, how to get a bigger office, how to get promoted, and how to get a salary increase. And the kids whose groups emphasized those kinds of skills were being downgraded in the classroom.

Every time I go to France or a country where I speak the language a little, but not very well, I feel as if I lose about 20 or 30 I.Q. points. As I interact with people more and more, they look at me as though I were dumber and dumber. I don't speak the language very well, and I feel as if I'm in a box. I'm confined and if

I could communicate what I'm really like, they would think more of me. Well, I have a big advantage. They know I'm a professor of psychology at Yale. So I go in with a big advantage. But kids you teach who don't have English as a native language, don't have that advantage and they're probably feeling the same way you would feel if you went to France.

CC: I want to ask Bob a question. This is a test, okay? One of the things I agree with that everyone has said, is that people's expectations for people's behavior, really has an influence on how those people perform.

But, I also know that we have in our midst, not here, just outside of us; racists, sexists, and elitists and, that changing racists', sexists', and elitists' beliefs and attitudes has to be extraordinarily difficult. I happen to have the great experience of missing our school of education retreat this fall, because it was on sexism and how we're going to eliminate sexism in the school of education. All I can say, is that for the next month I was sorry I was a woman. I sensed that the values, the attitudes, and the beliefs after that retreat were stronger than they were before the faculty went into the retreat. Those people who were feminist became more feminist, those people who were anti-feminists, became more anti-feminists. And so, a lot of what we have said here this morning, is that we have to change those attitudes, values, and beliefs, and there are good ways of doing it, and there are bad ways of doing it.

I know you categorize yourself as a cognitive psychologist, but now for a minute, I want to talk about personality. How do we work on people's attitudes, values, and beliefs in an effective way and not a counter-productive way, so that people can start to see other people as having talents and values, or having talents that all people value.

RS: I think there are a few things we can do. There's been research on persuasion. If you give people just one side, it tends to polarize the people that don't believe in that side. In other words, what they're going to do is rehearse the arguments against whatever you say. So, in fact when you say it's wrong, it's wrong and here are fifty reasons why it's wrong, what they do is rehearse the arguments that they've learned to counter in order to fortify their beliefs. That's why most of the arguments about abortion, birth control, or whatever never get anywhere. The other people are sitting there thinking of reasons why they know this is bull.

So, one thing that I think you can do is rehearse both sides of the argument. That is, concentrate on why people believe that in the first place. Instead of just saying why it's all wrong, talk about those beliefs, where they come from, why people have them. Talk about both points; don't just talk about their beliefs as racism. No one thinks they're a racist. No one thinks they're a sexist. I think you have to talk about how people got to where they are to get them to where you want them to go.

I think there is a second thing you can do that's very effective, because I don't think people respond that well to arguments anyway. One thing I think is effective is to do role modeling and simulation exercises you know you should do with kids. Put the people in the places of the people that have been in these experiences. Simulate or role model what it's like to be on the receiving end. Then I think that people experience racism, rather than just hearing about it intellectually.

A third thing you can do is to remember that you're not going to change everybody. Introducing them to the ideas in a balanced way is a start toward making a change, but you're not going to get a pill effect any more with teachers than you would with a kid. It takes time.

BC: I was going to comment before Carolyn gave Bob a test that I really would like the audience to understand that some of us on this panel actually scored very high on tests very early in our schooling. It was my experience to score very high on almost every test that I took. Interestingly enough, my father only went to the third grade, but he was off the charts on any test he took. He could hardly spell. He was an avid reader. That's a whole other story.

I became convinced about the inadequacy of testing when I grew up in a school that was 100% Hispanic, because I got the highest scores on tests of mechanical ability and homemaking. I'm neither an engineer nor a domestic. I think the point that I want to make is on the question of how do you change people? I tell my class we're all in the process of recovering from our history, and we need to approach it in that sense, the sense that we are all learning. We are all on a personal journey to try to gain understanding of those issues, and we need to forgive ourselves for some of the gaps in our understanding. I have many biases that I am trying to get over, and I seek to fill those gaps not only by reading and trying to learn about other people, but also by direct personal experience.

If you can get over the fear of the unknown and have direct personal experiences and look for intelligence in a broad array of individuals from as many backgrounds as you can find, then I think you can be open to change in attitudes and values. I think also that when we're talking about gifted and talented education, we really are talking about what Sandy suggested, and that is, getting rid of some of the anti-intellectualism in our educational system. While I think concepts are not as powerful as beliefs, I think that if we approach the issue of coming to learn about other cultures with that same kind of intellectual discipline that we talk about instilling in our students, we can begin to expand the practices by which we look at intellectual ability, creative ability, and practical ability in people who are not mirrors of ourselves.

HP: I want to close this session with one or two comments. One is that I was very lucky in that I was born before they invented intelligence tests. Since I never have taken an intelligence test in my life, I didn't have to worry about whether I was of low intelligence or high intelligence.

The second comment is that I hope that as we go along today, we keep in mind that we're not beginning *de novo*. We're not inventing new programs; we're not inventing new schools; or we shouldn't be. We have a faculty; we have community; we have students who are here. We can't simply wipe them away and start with some ideal. I want us to keep in mind that there is a national report that is only good in the way that it stimulates us to think about our local and state situations. I hope that you think about what to use from this national report in order to go back to your community and work with your parents and teachers to make changes and improvements. Re-

membering that it is your faculty, your community, your student body, and your state legislature with which you've got to work, what are you going to recommend for them to do? What are you going to do to make use of the stimulation that a national report can give?

Editor's Note: A limited number of copies of *National Excellence: A Case for Developing America's Talent* are available from the Division of Gifted/Talented Education. Requests may be made by calling the G/T office at 512-463-9455.

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